

How to Write an Afterschool Grant



**EXTENDED LEARNING
AFTERSCHOOL FUNDING STREAMS:
SCHOOL AGE COMMUNITY AND 21ST
CENTURY COMMUNITY LEARNING
CENTERS**

PRESENTED BY: JIMMY REED AND ERIKA BRANDL

Things To Remember



- **This is not the Pre-Bid**
- **2010-2011 Application/IFB may be different than what is stated in this presentation**
- **This workshop is informational only and is meant to help you write a better proposal for upcoming afterschool grant opportunities.**

Components to High Quality Afterschool Program



According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart II-After-School Programs*, there are nine components present in high-quality After-School programs.

These include:

- Goal Setting, Strong Management, and Sustainability;
- Quality After-School Staffing;
- High Academic Standards;
- Attention to Safety, Health, and Nutrition Issues;
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups;
- Strong Involvement of Families;
- Enriching Learning Opportunities;
- Linkages Between School-Day and Afterschool Personnel; and
- Evaluation of Program Progress and Effectiveness.

Purpose of 21st CCLC Grant



- Part of the NCLB Act of 2001 authorized under the Title IV, Part B of the ESEA. Funds from U.S. Department of Education.
- Create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high poverty and low-performing schools, to meet state and local student standards in core academic subjects;
- Offer students a broad array of enrichment activities that can complement regular academic programs;
- Offer literacy and other educational services to the families of participating children;
- Programs must ensure that the academic services they provide are aligned with the school's curriculum in the core subject areas.

Purpose of SAC



- School-based programs offering care to all children, including children with disabilities, from ages 5-13.
- Programs can be provided to children enrolled during non-school hours, after their daily class sessions or during other non-school hours (i.e., breaks, holidays or weekends, etc.).
- Incorporate a strong sense of school, family and community members that collaboratively contribute to the growth of students as they mature into caring, competent and responsible adults.
- Programs should also try and meet the needs of working parent(s) during non-school days.
- Funding from the Child Care Development Fund (CCDF) Grant that originates from the Federal Health and Human Services Agency. The money is distributed to Missouri's Department of Social Services (DSS) and is subcontracted to the DESE to administer certain portions (i.e., SAC Grant).

Things to Consider Prior to Applying for 21st CCLC grant or SAC grant.



- Receiving the awarded dollars is done on a reimbursement basis. Each successful applicant must pay expenses first, invoice DESE second and receive reimbursement third.
- No services rendered or items purchased before the award date may be reimbursed with grant money (i.e. grant writers, supplies).
- Applicants completing the IFB must attach their most recent audit as proof of financial viability (non-school districts).

Things to Consider Prior to Applying for 21st CCLC grant or SAC grant.



- Applicants often find out about the grant late and attempt to rush through an application without putting in the proper amount of preparation. This shows in the application and results in low scores.
- This grant application is considered your plan for programming. If awarded, you are expected to begin your programming immediately to be run in the manner it was written and approved. There is no additional planning time. Changes could result in grant termination.

Application vs. IFB (CCLC only)



- For the sake of this presentation we will use the term IFB to refer to all applications but it is important to know that there is a difference between applications and IFB's.
- Applications are filled out by school districts only and all other entities fill out an IFB.

Application vs. IFB



- Non-school entities that complete the IFB must have included a signed memorandum of understanding (MOU) in addition to the letters of commitment.
- Formalize partnership between non-school entities and schools beyond assigned MOU.
- The MOU must be signed by the superintendent ensuring that the district will provide all of the necessary data: grades, MAP scores etc.
- Authorized signature **MUST** be Superintendent of school district for SAC grant.

Language Contained in the Application/IFB



- Pay careful attention to the wording of the application:
 - Must/Shall- any deliverable containing one of these two words is an absolute for the grant.
 - Should/May- encouraged but not absolute.

Eligibility &
Minimum
Standards/
Requirements

21st CCLC grants

(Please check 2010-2011 Grant Application/IFB)



- May go to public, private, CBO's, FBOs, not-for-profit and for profit;
- Serves grades K-12
- May require licensure. No program may operate if required to be licensed until licensure is received. It is the responsibility of each applicant to inquire with the DHSS, section for Child Care Regulation, **before** making bid to determine if they are required to be licensed. Awarded funds are contingent upon determination.

Two Absolute Priorities to be Eligible (CCLC only)



- Consistent with federal legislation, awards are restricted to applications that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs (40% or more of the student population is eligible to receive free and reduced price meals).

AND

- Applications (whether submitted jointly or not) must contain *signed* Letters of Commitment from each partner specified clearly delineating the roles to be played by each partner. It is not acceptable to simply state “we support the program.”

Minimum Standards (CCLC only)



- **Must operate at a minimum 4 days and 15 hours per week;**
- **Help working parents by providing a safe environment for students when school is not in session.**
- **Must provide an evaluation process to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment.**
- **Use Kids Care Center, a secure web-based application for daily program management, to facilitate data reporting that meets federal and state requirements for the DESE Afterschool grantees.**
- **Must be able to demonstrate the need for the services proposed to the student and adult family members of students to be served.**

Minimum Standards (con't)



- Program must provide students opportunities for academic enrichment to help them meet state and local standards in the core content subjects of **at least, but not limited to, reading/language arts, mathematics, and science.**
- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs that are designed to reinforce and complement the regular academic program of participating students.
- A public school or other public or private organizations that are awarded must provide equitable services to private school students and their families if the students are part of the area to be served by the 21st CCLC award. Applicants must consult with private school officials during the design and development of the 21st CCLC program on issues such as how the children's needs will be identified and what services will be offered.

Minimum Standards (con't)



- A dedicated effort to achieve ongoing communication and articulation of issues between regular school day and 21st CCLC staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.
- Convene an advisory council that is actively engaged in the development and implementation of the afterschool program(s) involved in both the application and life of the grant.
- Undergo an annual evaluation to assess its progress toward achieving its goal of providing high-quality opportunities for academic enrichment and submit annually to the DESE.

Free and Reduced Lunch (CCLC only)



- Determining an applicants eligibility is not as simple as saying you are above or below the 40% threshold.
- As a district you may be below 40% however you need to look at the buildings served (sites) plus the number of kids at each site.
- For example if your application proposes to serve 4 sites (two elementary, one middle, one high) break down the number of kids enrolled per building along with that sites F&R number.
- See handout example (Attachment 1)

Competitive Priority (CCLC only)

(Check final 2010-2011 application/IFB when available)



Competitive priority given to eligible applicants that:

- Applicant has never been a previous 21st CCLC awardee;
- Propose to serve children and youth in Schools in School Improvement, and are jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity.
- Propose to serve at least one middle or high school site.

“Competitive priority” is defined as: Additional points earned over an application of comparable merit that does not meet the criteria.

SAC grants



- **Must only serve kids ages 5-12 unless they are under supervision of the court or in the foster system;**
- **Must become licensed within one year of award (buildings exempt for school districts);**
- **If reapplying, must become accredited and maintain licensure;**
- **At a minimum must meet 4 days a week and 14 hours.**

Required Trainings



CCLC

- 1 Regional Training
- 1 State Training
- 1 Director Meeting
- 1 KCC Training
- CPR/First Aid

Optional

- National Training w/
prior approval

SAC

- 1 Regional Training
- 1 State Training
- 1 Director Meeting
- 1 KCC Training
- Required annual hours
of training for licensing
- CPR/First Aid (4 hrs of
the 12 hrs required for
licensing)

This is a Grant
Competition

Show the Need/Identify Target Audience

Need for Program



- I tell readers who are struggling with funding a proposal to always go back to the need.
- You should specifically indicate in your application who your target audience is. Not good enough to say all kids.
- All areas of the state have needs and think their kids have the most need. Put those thoughts onto paper. This is the only way the readers will know that you have a genuine need.

Need/Target audience (cont.)



- A simple way to define the need lies within a few questions:
 - What is the need of your children?
 - What is the need of the community?
 - What are the needs of your parents?
 - What does your proposal do to meet these needs?
 - What are the contributing factors responsible for the need?

Activity



- **On a scrap piece of paper quickly list out one:**
 - Target audience;
 - Need of the kids you serve;
 - Need of their parents; and
 - Need of your community.

Needs Assessment Survey



- Needs assessment surveys are unique to your kids and community, all kids have needs but what sets *yours* apart lies in the narrative.
- This is a crucial piece in preparing to write the grant.

Developing and Designing a Plan

Application Collaboration and Communication



- Often our grant applications are completed by seasoned grant writers who do a great job selling the potential program.
- However, in many cases the grant writers themselves have little to no involvement with the program operation and it is then turned over to district/organization personnel unfamiliar with the grant or its requirements.
- This is why it is important to foster involvement with all parties who will be active within the life of the grant, especially the advisory council.

Developing and Designing Your Plan



- So you have established your needs now it is time to develop your plan to meet the outlined needs.
- Like your needs, designing your plan is unique to your students, parents, and community. Make sure you establish clearly what sets it apart from other programs.
- There are components that your program design must include such as an emphasis on **math, science, and reading/language arts**.
- Programs must also provide students with a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs).
- Make sure you clearly state who will be a part of your advisory council, their roles, backgrounds and meeting schedule.

Developing and Designing Your Plan



- You already know the minimum weekly and hourly requirements but your schedule must be (and for the sake of your application should be) as such you will want a schedule that meets the needs of both the students and working parents. This makes your program more marketable, sustainable, and in the end successful.
- **Adult Component**- this needs to be a stand-alone piece to your program and application that references the needs of the adult family members of your students. Simply having family nights is not an adult component you must offer programming based on the need i.e. GED, reading and literacy or budgeting for example.
- **Parent participation**- this differs from the adult service component in that you should solicit volunteers among the parents to assist with the program as often as possible. This fosters buy-in and familiarity with families and will make it easier to recruit and retain volunteers.

Developing and Designing Your Plan



- **Transportation (CCLC only)-** daily transportation is an allowable expense both as students leave the program in the evening as well as educational field trips. However, the purchase of a bus etc is not allowed but the grant may pay for the driver and cost of fuel. You must maintain transportation logs which details days, number of students, driver hours and fuel and maintenance receipts for the purpose of DESE monitoring visit.
- **If transportation is part of your plan, you must address how students will travel safely to and from the center and home.**

Partnerships



- Are absolutely vital to the long term viability of your program.
- Partnerships should be with the school, families and community.
- Don't get partnerships confused with other required elements of the grant such as MOU's, licensing, or accreditation.
- Letters of Commitment must specifically describe **who will do what, when, where, to what ends, and with what anticipated results**. (Not acceptable: Letter from McDonald's who donated cups and juice).

Budget

Budget Strategy



- Remember we are in a tough economy and every dollar counts!
- Your budget should be a direct reflection on your program's financial needs.
- We train our readers to evaluate budgets that are reasonable, justifiable, and tied in to the scope of your program and appropriate for the size of program and the number of students served.
- Explain your purchases clearly so readers know what the item is and how it relates to your program. Do not make them guess or assume as they will not. Please note that IFB's are non-negotiable.
- Most but not all unallowable requests come in the equipment category.
- Important to show how program will combine/coordinate with fed, state, local programs with most effective use of public resources. Demonstrate how you will leverage existing school resources.

Budgeting for the Future



- When you craft your budget think of all 5/3 years as opposed to the initial year.
- With both grants readers look at each year's budget request.
- You are planning finances for a long term program not simply trying to pass the first year.

Budget Perceptions



- On both grants you are asked to list your total budget, budget narrative and cost per child.
- Breaking your budget down to this level helps the readers determine if the total amount requested matches the number of proposed students to serve.
- Overestimating your budget can have future ramifications as returning large amounts of money or numerous budget amendments at the end of the year will result in future renewal year reductions.

What you Want vs. What you Need



- There is no official handbook on how to build your 3/5 year budget however there are some rules of practice that I advise applicants to try the following method:
 - ✦ **Years 1 & 2:** Normal expenses such as salaries, benefits, PD etc. but any ***major program related*** equipment should be purchased here. Now keep it within reason as this year will be scrutinized the most, but you should be able to justify your early purchases.
 - ✦ **Year 3:** Your dollars should be spread fairly evenly here around the other remaining categories. Any equipment that needs repair should be taken care of here.
 - ✦ **Years 4 & 5:** Diminished funding years should be primarily focused on maintaining salaries, meeting grant deliverables, and focusing on sustainability.

Pricing Page Or Price for Service Page



- The pricing page is found in the beginning of the budget section and calls for each of the 3 or 5 years totals to be listed.
- These numbers must not increase in renewal years and may be reduced pending department approval and availability of funds.
- As of the last 21st CCLC grant the most that could be requested in years 1-3 was \$650,000. You must request at minimum \$50,000.
- As of the last SAC grant the most that could be requested for each of the three year grant is \$30,000 per site and \$60,000 maximum per district.
- See Attachments 2 & 3

Activity



- **Spending guidelines (Attachment 4)**
- **Look at the budget provided and make a list of questionable requests (Attachments 5 & 6)**

Goals and Objectives

Presented by: Erika Brandl

Definitions



- **Goals** convey the broad intent of the program—what will be accomplished, not how (example: “Increase academic achievement among participating students”).
- **Objectives** are statements of intended outcomes that can be measured (example: “45 percent of participating students will show improvement in reading grades”).

Goals and Objectives



- **Backbone of your proposal.**
- **Clear and measurable & address your needs**
- **Key to your budget.**
- **Grant evaluators will look at each line item to see how they are tied back to the goals and objectives.**
- **Make sure that equipment is tied to your goals and budget.**

Steps to a Measurable Objective



- Describe your activity.
- Define your desired result.
- Choose your measure (methods/instruments).
- Define your standard of success.
- Describe your beneficiaries.

Describe an activity in your program



- A strong objective will contain an activity statement that describes who does what, when, and with whom.

Before you describe your activity, think about the following questions:



- What is the one thing your program will do? ✦ Ex: Homework help
- Who will do this activity? ✦ Ex: Youth Development Professional
- With whom will they do this activity? ✦ Ex: All program participants
- When/how often will they do this activity? ✦ Ex: Thirty minutes each day after snack
- Where will they do this activity? ✦ Ex: Lincoln Elementary School Afterschool Program
- How will they do this activity? ✦ Ex: Students will go with their assigned teacher to work on their assignments

A complete description of activity might look like the following:



The Youth Development Professionals will work with all Lincoln Elementary afterschool program participants thirty minutes each day.

Defining your Desired Result for your Activity



Reflects the impact of your program activity on your beneficiaries and the community. It should answer the question, “What happens because we did this activity?” If you have multiple impacts, choose the most meaningful impact.

- What types of things do you think your YDP's would report happening as a result of this activity? *Students will receive better grades.*
- What types of things do you think your beneficiaries would report happening as a result of this activity?
-Students will tell their YDP how much they like getting help on their homework and how they like the afterschool program.
- What do you think your stakeholders would report happening as a result of this activity?
-Teachers and/or parents will say they have seen a positive change in the child's ability to get their homework accomplished, grades, and attitude toward school.
- What will these things tell you?
-There is a decrease in teachers reporting that homework was not completed.

A complete result statement would look like the following:

There will be an increase in the completion of student homework assignments.

Choosing a Measure for your Desired Result



Measures help you determine the impact of your services. Make sure that it is feasible to get the type of information that you are trying to measure. *Ex: If you were asking for decrease in dr's visits by a certain individual you would not be able to get information from a hospital because it is protected information.*

- Examine your intended result. What is it that you want to see happen?
-Increase student grades.
- What concrete things (indicators) might you look at to determine if what you wanted to happen did happen?
-Successful homework completion, report cards, teacher observation

- Which instrument would best capture (or acceptably capture) what you are looking at?
-Report card grades, teacher survey, parent survey
- What are the advantages and disadvantages associated with this measure?
-Grades may not give an accurate portrayal of whether they did turn in homework. A survey is time consuming.
- What resources do you have?
-Supportive teachers, parents and YDP's. A teacher and parent survey already created.

A complete list of measures would look like the following:

Report card grades and teacher/parent surveys.

Defining a Standard of Success for your Measure



Indicates who and what will change, as well as by how much for each measure you choose. Be realistic!

- On what will these individuals show change or accomplishment?
-Report card grades, teacher/parent survey
- What is the minimum number of people (number or percentage) affected by your activity?
-(Report cards) 60% of students
-(Teacher/Parent survey) 60% of students

- To what degree will they show this change or accomplishment?
 - (Report cards) increase grades 5%*
 - (Teacher/Parent survey) Increase two points on a ten point scale in homework completion and attitude toward homework.*
- Over what period of time will they show this change or accomplishment?
 - One school year*

A complete standard of success would look like the following:

- *Report cards will show that 60% of students who received homework help will increase their grades by 5%.*
- *Teacher and parent surveys will report that 60% of students who received homework help will increase two points on a ten point scale in homework completion and attitude toward homework.*

Describe Beneficiaries for your Activity



- What types of people benefit from your activity?
-Students, parents, students' families, teachers, schools
- Of those benefiting, who receives the most direct benefit?
-Students
- How many people directly benefit from your activity?
-Fifty-five
- What are some adjectives that describe your beneficiaries?
-Elementary grade students, low-income families, urban living

A complete description of beneficiaries would look like the following:

Fifty-five elementary grade students from low-income families in an urban area.

Objective Statement



Combine 1-5 into a single statement of the objective.

Youth development professionals will provide homework assistance to fifty-five students at the Lincoln Elementary afterschool program for thirty minutes each afternoon to increase 60% of students grades by 5% as measured by the student report cards and will increase two points on a ten point scale as measured on a teacher and parent survey.

21st CCLC Specific Grant Information



- **Goals should be aligned with the Show-Me Standards in the core academic subjects of at least but not limited to reading/language arts, mathematics, and science.**
- **Explain how will the program assists students in making progress toward those standards?**
- **Explain how the goals and objectives are expected to improve student academic achievement and other desired outcomes, and if appropriate, scientifically-based research that provides evidence that the program or activity will help students meet state and local student academic achievement standards?**

SAC Specific Grant Information



- **Goals and objectives should be written to measure the degree in which you meet the individual, developmental, social, leisure and academic needs of the students you serve.**

Program Evaluation

Program Evaluation (CCLC only)



- Having an objective, thorough evaluation provides you with an important marketing tool because you now have proof that your program is a success (i.e. legislators, community buy-in, other funding possibilities).
- Must undergo an annual evaluation to assess progress toward achieving its goal of providing high-quality opportunities for academic enrichment . Must also evaluate the academic progress of children regularly participating in the 21st CCLC program. The data on, but not limited to, academic achievement, student behavior, and student attendance will be required. and submit annually to the DESE. The results of the evaluation must:
 - Be used to refine, improve, and strengthen the program and to refine the performance measures; and
 - Be made available to the public upon request.

Required Grant Reporting

Data Reporting



- One of the deliverables of both the 21st CCLC and SAC grants is data reporting in Kids Care Center (KCC) although there is much more data collected with the 21st CCLC grant due to federal reporting requirements.
- Grantees must collect and enter all data required into KCC. Failure to comply will result in delayed payment and can result in forfeiture in grant award.

Financial and Programmatic Reports



- In addition to online data collection each grant includes required reports both financial and programmatic (See Attachment 7).

Sustainability

Sustainability



- It is important when building your sustainability plan to start in year 6 and think backwards.
- You may charge fees for your program but you shall not turn away any child if they cannot pay.
- If you are considering charging a fee it is important to do it in the beginning of your program rather than starting it in the end as parents will be less likely to pay for a service that was free at one time.
- It is important to note that after both 21st CCLC and SAC funding ends you can not reapply to continue the programming you must enhance or expand.

Sustainability (cont'd)



- The sustainability section of the grant is crucial as there are many points at stake.
- Planning your sustainability begins at the planning stage of your proposal.
- You can have the greatest plan but if it is not conveyed on paper the readers will see right through it.
- Imagine you get news that your program is losing its funding today. Build your plan on the application around this premise.

School buy-in



- It is absolutely essential that the school district (whether fiscal agent or not) supports the program either financially or in kind.
- Use of facilities and technology is a great way to foster a long term sustainable program.

Grant Reading

How to write an Afterschool Grant (c)

Grant Reading



- When our section evaluates grants we bring in volunteers from a wide range of the educational field from superintendents, program directors, and principals to name a few.
- Most if not all of them are well versed in afterschool and have experience in running or overseeing the day to day functions of a program.
- Pairs are assigned to evaluate the grants. Each reader signs a Conflict Of Interest form to ensure they have no ties whatsoever to the program or anyone associated with the program.
- After a briefing on the rubric the readers are assigned numbers and given applications to read and evaluate.

Grant Reading



- Keep in mind no two readers think alike.
- A program that would score high for one reader might score low for another which is why we work in pairs in order to reach a consensus on the score.
- Just because a reader may have afterschool knowledge/experience they are NOT to assume or fill in blanks/gray areas not completely described and provided by applicant.

Additional Scoring Rubric



In addition to the program rubric, competitive grants from the Department will include a new scoring formula with points assigned based on Tier level of the school district and the alignment to the Department's goals.

<i>Rubric</i>	<i>Points Earned/ Points Possible</i>	<i>%</i>	<i>%</i>	<i>Max. % Possible</i>	
<i>21st CCLC/SAC Grant</i>	<i>70/100</i>	<i>=</i>	<i>70 x .8</i>	<i>= 56</i>	<i>80</i>
<i>Department's Goals</i>	<i>20/40</i>	<i>=</i>	<i>50 x .2</i>	<i>= <u>+10</u></i>	<i><u>20</u></i>
			<i>Grand Total</i>	<i>66</i>	<i>100</i>

Common Mistakes

Common Mistakes



- Not turned in on time-automatic disqualification.
- Out of order.
- Incomplete sections.
- Overlooking basic rules such as spacing and reformatting.
- Addition errors.
- Not getting proper signatures.
- These mistakes can make a reader wonder “if they can’t follow directions can they run a successful program?”
- Use of acryonyms-clear to program but not to a reader.

Exercise



- **Look at Attachment 8 provided and determine what is a major no no.**

Follow the Directions



- The due date and time is set in stone. Make sure you take proper steps to ensure your application arrives on the proper date and time.
- All proposals are time stamped in the front office so we will know without question if you turned yours in on time.
- This can ruin months of hard work and can be the difference in your proposal being funded or not.

Automatic Disqualification

Out of Order



- One of the biggest complaints from readers is not having your application in order.
- Our readers are instructed not to look through the application for the missing information resulting in zero points scored and they are not to “assume” anything if it is not spelled out clearly just because they may have afterschool knowledge.

Incomplete/Missing Sections



- **Failing to complete or neglecting to submit pieces of the application will result in point reductions or disqualifications.**
- **Once the grant application deadline has passed you are not permitted to submit missing pieces.**

Back to the Basics



- **Grants are full of directions but many times one particular set of directions are overlooked:**
 - Using the correct font
 - Do not adding fancy bindings
 - Spacing correctly
 - Do not reformat
 - These are just a few of the simple directions that go overlooked on many grants.

Check and Recheck



- Incorrect math makes evaluating budgets difficult for the readers.
- If the directions call for rounding make sure you round!!
- Check math again!
- It is good practice to have at least three people (one of whom has little to no knowledge of afterschool) to review the grant.





STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
GRANT APPLICATION

ATTACHMENT ONE

See Attachment 8

APPLICATION NO. 21stCCLC0910
For Public Schools

CONTACT PERSON: Kim Wolf
PHONE NUMBER: (573) 522-2627
EMAIL: kim.wolf@dese.mo.gov

TITLE: 21st Century Community Learning Centers/Afterschool Program
ISSUE DATE: Monday, November 16, 2009

RETURN PROPOSAL NO LATER THAN: Tuesday, January 5, 2010 at 3:00 p.m. Central Time

MAILING INSTRUCTIONS: Print or type Grant Application Number and Return Due Date on the lower left hand corner of the envelope or package. Delivered sealed bid must be in office by the return date and time.

RETURN BID TO:

(U.S. Mail)

DESE
COMMUNITY EDUCATION
DEPT OF ELEMENTARY AND SECONDARY ED
P.O. BOX 480
JEFFERSON CITY MO 65102-0480

(Courier Service)

DESE
COMMUNITY EDUCATION
DEPT OF ELEMENTARY AND SECONDARY ED
205 JEFFERSON STREET (5TH FLOOR)
JEFFERSON CITY MO 65101

CONTRACT PERIOD: Date of Award through June 30, 2010 (with four one-year renewal options)

DELIVER SUPPLIES/SERVICES FOB (Free on Board) DESTINATION TO THE FOLLOWING ADDRESS:

Department of Elementary and Secondary Education
Various Locations

The applicant hereby declares understanding, agreement and certification of compliance to provide the items and/or services, at the prices indicated, in accordance with all requirements and specifications contained herein and the Terms and Conditions application. The applicant further agrees that upon receipt of an authorized purchase order or when this application is countersigned by an authorized official of the State of Missouri, a binding contract shall exist between the applicant and the State of Missouri.

SIGNATURE REQUIRED

AUTHORIZED SIGNATURE (Superintendent's)	
PRINTED NAME (Include Dr., Mr., Mrs., Ms., or Miss)	TITLE
DISTRICT NAME	COUNTY/DISTRICT CODE
MAILING ADDRESS	COUNTY
CITY, STATE, ZIP	PHONE NO.
FAX NO.	E-MAIL ADDRESS

NOTICE OF AWARD (STATE USE ONLY)

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:	
TITLE Chris L. Nicastro, Ph.D., Commissioner of Education	DATE
TOTAL AMOUNT AWARDED:	

Be Cautious



Make sure you read each question carefully! There are areas where answering a question affects the outcome.

ATTACHMENT THREE

See Attachment 9

Program Summary

A. List each site name, not program name, to be served in the table below. Site is the location in which the program resides. For each site, answer columns across the table.

Specify: • Name of each site • Urban (U), Rural (R), or Suburban (S)	List all grade levels of students to be served at each CCLC site.	Data regarding the school/district attended by the students during the regular school day				Proposed # of students to be served at each site
		School Name (if more than one school serves students in this site, list all schools)	District Name	School Type	* % Free or Reduced Lunch of each school building	
Site: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private		
Site: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private		
Site: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private		
Site: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private		

* Must use data as reported to the DESE (see Section 2.1.5 A,1 for details).

** Must use (January membership) data as reported to the DESE (see Section 2.1.5 A,1 for details).

Note: Applicants are cautioned that the # of students to be served should be realistic and will be expected to meet or exceed this # throughout the grant.

B. Applicant is (please check one):

- Public School Charter School Joint submittal (see Section 2.1.5)
 Other, describe: _____

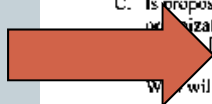
C. Is proposal submitted jointly between (1) an LEA receiving Title I funds, and (2) CRG or other public or private organizations that propose to serve students attending Schools in School Improvement (per Section 2.1.4)?

no. If yes, attach copy of Memorandum of Understanding as Appendix B, where indicated.

Who will serve as the fiscal agent (specify the name of the school district or the agency/organization)?

D. Is the applicant a previous recipient of other 21st CCLC funds? yes no

If yes: federal state What date did award funding conclude: ____/____ (month/year).



Submitting Jointly (CCLC Only)



- **Submitted Jointly:** Two or more entities or organizations who are applying together and share **equal responsibility** for the 21st CCLC program.
- Joint submittal requires all pages requiring signatures to be copied so that each agency, entity, or organization has signed where required.

Submitting Jointly (CCLC only)



- Too many applicants built their applications around this premise for no other reason than to receive the competitive priority points, or would just check it anyway.
- Prior to the cohort 4 competition we had 1 application submitted jointly. Cohort 5 had several joint submittals; however, only one was a true joint submittal.
- It is more than “partnering” for services. It is a shared responsibility of the grant entirely but with one entity being deemed the fiscal agent.

Boilerplate/Plagiarism



- Using a boilerplate means taking the same information from one grant and changing the name.
- This technique can be beneficial or it can be very dangerous to your grant if you are submitting multiple proposals.
- Don't assume that if you have been funded in the past that you will be funded again. The last grant competition we had 80 applicants and only 15 were selected.
- Plagiarism is taken very seriously. Any discovery of plagiarism that is made know or brought to the attention of DESE will be potential for disqualification.

Pre-bid Meeting

Pre-bid Meeting



- During each grant 21st CCLC or SAC grant competition a pre-bid meeting is held usually in Jefferson City. It is very important to attend this meeting, but not required in order to submit an application.
- This is the only time during process the public is allowed to directly ask questions about the grant application to the DESE staff.
- Any amendments or changes to the application that are made during this meeting go into effect immediately following it.
- The amended application becomes the new application that you as an applicant need to complete.
- Important to check the DESE website periodically during the application period for amendments and clarifications.

Questions?

Extended Learning Section

www.dese.mo.gov/eel

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